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ABSTRACT

This document presents the proceedings of a symposium on education and the arts, humanities, and sciences convened by the State of Pennsylvania. The document begins with an introduction by Sondra Myers, Cultural Advisor to Governor, Robert P. Casey. The symposium was moderated by Thomas K. Gilhool, Secretary of Education, Commonwealth of Pennsylvania. Speakers included Alberta Arthurs, Director for Arts and Humanities, The Rockefeller Center; Benjamin Ladner, President, National Faculty of Humanities, Arts, and Sciences; Donald Stewart, President, The College Board; and Richard C. Wallace, Jr., Superintendent, Pittsburgh Public School System. The symposium participants discussed the role of the arts, humanities, and science in meeting future educational challenges. (DB)

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THE COMMONWEALTH
OF PENNSYLVANIA

In Pursuit of Useful Knowledge
A Symposium
held on the occasion of the

*Governor's
Awards*

FOR
EXCELLENCE
IN THE
ARTS
HUMANITIES
AND SCIENCES

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HARRISBURG, PENNSYLVANIA
TUESDAY, MAY 3, 1988

"We will not be identified by our problems, but by the imaginative and humane ways in which we seek solutions to them. Our strategy for the future is to build on our strengths — to develop the human potential that we have only begun to tap — for the common good. The nurture of the arts, humanities and sciences in our citizens, the cultivation of the mind and the spirit in our young people—these are wise and necessary investments for Pennsylvania."



Robert Casey

Robert P. Casey
Governor

In Pursuit of Useful Knowledge

A Symposium on Education and the
Arts, Humanities and Sciences

Introduction

Sondra Myers
Cultural Advisor to the
Governor

Moderator

Thomas K. Gilhool
Secretary of Education
Commonwealth of Pennsylvania

Speakers

Alberta Arthurs, Ph.D.
Director for Arts and Humanities,
The Rockefeller Foundation

Benjamin Ladner, Ph.D.
President
National Faculty of Humanities,
Arts and Sciences

Donald Stewart, Ph.D.
President
The College Board

Richard C. Wallace, Jr., Ed.D.
Superintendent
Pittsburgh Public School System



Good afternoon. I am Sondra Myers, Cultural Advisor to the Governor, and I am pleased to welcome you here today on behalf of Governor Casey. It is historically and poetically fitting that the Commonwealth of Pennsylvania Governor's Awards

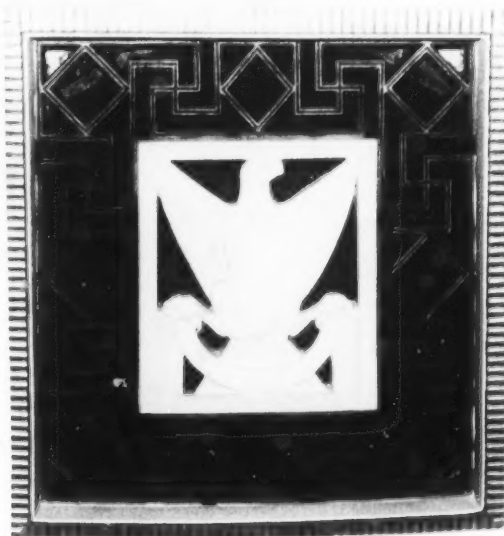
for Excellence in the Arts, Humanities and Sciences are officially launched at this symposium *In Pursuit of Useful Knowledge* and in this place, the Forum auditorium. What better way to initiate Governor Casey's tribute to the arts, humanities and sciences and his rededication to focusing attention on their critical role in a democratic society than by providing this forum for public discourse? And what better place to hold such a discourse than in this Forum, completed in 1931 to house the Department of Education, and in this wondrous auditorium which virtually embraces us with the beautifully wrought legends and mysteries of human learning? And what better choice of a founding father to recall in the title of today's symposium than that true American virtuoso, a Pennsylvanian by choice, Benjamin Franklin?

It was in Philadelphia in 1743 that Benjamin Franklin took up an idea proposed four years earlier by John Bartram, a Quaker farmer with a taste for natural history, to promote inquiries into "natural secrets, arts and syances." Franklin offered his fellow Americans a proposal for promoting useful knowledge among the British Plantations of America. The proposal resulted in the founding in

Philadelphia in 1744 of the American Philosophical Society, the New World's first association committed to the exchange of ideas. Franklin's proposal is based on two assumptions which are surely as valid now as they were then: first, that the exchange of ideas is a good and useful human activity, and second, that useful knowledge includes the arts, humanities and sciences. So Benjamin Franklin is with us today not only in spirit, not only as a venerated forebear, but somehow as a partner. We borrowed the term "useful knowledge" from him; he started the State Library which is housed in this building; and perhaps we can even presume that he would have enjoyed all the cerebral as well as celebratory aspects of this occasion. I know he would have approved of education as the subject of this symposium, and undoubtedly he would have been at home on the distinguished panel assembled here.

We have brought together for today's discussion to join with our Secretary of Education, Thomas K. Gilhool, some of the most eminent educational leaders in the country, four people who possess that unique American blend of vision and pragmatism which called this nation into being and which we trust will be a continuing source of renewal as we approach the next millennium.

It is my privilege to present to you Secretary of Education Thomas Gilhool, a man of reflection and action, of intellect and compassion, who will introduce the panel and moderate today's discussion.



Architectural detail from Forum auditorium.



Tom

We gather today on the threshold of a new century. Just after the turn into this century Louis Brandeis visited the University of Pennsylvania and said to the young people, "It matters not what craft or profession you choose. What matters is that you practice it in the grand manner." There is a very special sense in which today we have both the opportunity and necessity to bring every citizen to learning and to a life of citizenship in the grand manner. The generations now in the schools are the smallest of this century. This stark fact accounts at least in part for what we now see: an explosion of public and private attention to the success of the schools. The reasons are not hard to define. As we approach the new century there will be but three working people for every retired person in these United States. When you and I were school children there were seventeen. As we come to the century of those three working people, one will be Hispanic or black or of a poor family—children whom the schools have most traditionally and chronically failed. And yet our well-being will depend upon our success in imparting to each child the fullness of his or her gifts and talents. "What is useful knowledge?" is the question we are gathered to think again about, and following that, "How may we assure that useful knowledge is within the grasp and is in fact grasped by all those who will be citizens in a new century?"

Welcome to all of you and welcome to four distinguished citizens of this nation and indeed of the world. Alberta Arthurs, former President of Chatham College, Dean of Undergraduate Affairs at Harvard University, and since 1982, the Rockefeller Foundation's Director for the Arts and Humanities; Ben Ladner, President of the National Faculty of Humanities, Arts, and Sciences, honored Doctorate of Elizabethtown College, and distinguished author; Donald Stewart, who not long ago closed a decade as the President of Spellman College in Atlanta, now the President of the College Board; and Richard Wallace, the head of the urban school district that more than any other sets the styles for what can and must occur in every school in the land, decorated by his colleagues in 1986 as the nation's outstanding educational leader. It is my great pleasure to preside over what will be a conversation of great philosophy—a conversation in which I ask that you exercise your own minds and spirits and, before the day is done, your own resolve for what we talk about today.

Tom

There is a very special sense in which today we have both the opportunity and the necessity to bring every citizen to learning and to a life of citizenship in the grand manner.



Alberta

We have an obligation to ensure that we honor cultural pluralism within our own society and also to understand the nations and cultures of the rest of the world and our interconnectedness to them.

Alberta

Thank You, Tom. Sondra mentioned that she had called upon Benjamin Franklin's early words to justify our conversation today. Let me point out that Franklin's description of useful knowledge is important not because of the particulars, the categories of knowable subjects or information, but because it is rooted in the society and in the needs of his own day. And Franklin's chief point is that knowledge is useful as it relates to the variable, variegated changing times in which people live. So the question for today is, where are we now? What is the state of our society and what do we need to know today?

There are a number of possible answers, but for me the overriding one is the changing international arrangement of nations and cultures and the increasing international nature of our own country and society. We engage today—all nations do—in a world economy. Developing nations figure in international decision-making as they never have before, and the preeminence of the West as culture and corporate aviator is questioned and corrected in the rising pride and national identities of other peoples. Trade, political transactions, cultural exchange all involve a global sophistication that was unnecessary and impossible before technology changed the nature of distances and the nature of connectedness. We need to know, therefore, about the whole world, and we need to reexamine our assumptions about ourselves and about others. Geography, world history, the history of religions, comparative literature, the history of other cultures, the intellectual reopening of cultures and attitudes—all this is useful knowledge in the last quarter of the 20th century because this is a marvelous shrunken and reshaping globe.

Related to this, but important enough to be a second point, is the radically changing nature of our own country. Today we face, as Americans, the greatest wave of immigration since the 1920s. Today there is more diversity to celebrate and to understand than ever before. It is useful knowledge, therefore, to know the peoples who make America what it is and what it is becoming. We have an obligation to ensure that we honor cultural pluralism within our own society—know it, understand it, include it in our study of American history—and understand the nations and cultures of the rest of the world and our interconnectedness to them. That, it seems to me, is the greatest challenge of useful knowledge for the 21st century.



Ben

When we do not have a common vision, then we do not have a common language; and when we no longer have a common language, we are in danger of losing our common sense.

Tom

Alberta, thank you. This day across Pennsylvania more than 70 languages were spoken; it was, you may recall, William Penn who was the first among colonial leaders to welcome to a colony speakers of other languages.

It is my pleasure to present to you Ben Ladner.

Ben

Thanks, Tom. Some of you know the Louisiana novelist, Walker Percy, who wrote in one of his texts that the question everyone seems to be asking these days is, what if the boom should fall? The question no one bothers to ask, he says, because no one really wants to, is, "What if the boom should not fall? What if things are going to go on pretty much as we find them to be this very day? What if we are stuck with our jobs and families and the way we spend an ordinary day; what then?" My suspicion is that when we get to education we face something like this. What we really want to know is, "What am I working for? How does my life hold together in a meaningful way?" This is a part of answering the question "What is useful knowledge?" Another author, Hannah Arendt, began her very important book, *The Human Condition*, by saying, "We've learned how to act in nature in profound and important ways. The problem is we can now do so many things technically that we no longer know how to think what we are doing." I think there is a troubling tendency in educational circles to reduce knowledge to information, to separate knowledge as "how to" on the one hand, and knowledge as "knowing the meaning of" on the other. The problem with this is that once we know how to do something, we still face the question of whether we ought to do it.

This leads to my third observation. The major issues we will be facing in the next decades are profoundly humanities-based issues: What ought we to do? What do we value? What matters most to the human community? With the technical capability of destroying even as we build, what must we save? What should our children know about being human?

Finally, if we are going to deal with these kinds of issues, we have to bring back together what we have split, namely, the practical and the theoretical, the "how to" and the "meaning of." We must address conceptual issues that stretch the imagination so that we are able to

hammer out what I think we are in danger of losing, and that is a common vision of what it means to hold our culture together with integrity. When we do not have a common vision, then we do not have a common language; and when we no longer have a common language, we are in danger of losing our common sense.

Tom

A great newspaper on Sunday told us of the Academy of Training and Development expectation that half of all the jobs to be newly created between now and the end of the year 2000 will require 13.5 years of education. When you saw it, did you think of 13.5 years of knowledge or skill, or quality of spirit or affection?

Don?



Don

Thank you, Tom. I do represent the College Board, and while the Board may be best known for its assessment of the degree of proficiency of knowledge, we have been very concerned about the acquisition of knowledge. The principal vehicle for the Board's concern with educational reform is our Educational Equality Project, designed to strengthen the quality of secondary education and to ensure equality of opportunity for postsecondary education for all students. The academic subjects that we feel are essential for secondary study and preparation for postsecondary include English, the arts, mathematics, science, social studies and foreign language. Let me quote from one of our documents: "The arts—visual arts, theater, music and dance—challenge and extend human experience. They provide means of expression that go beyond ordinary speaking and writing. They are the unique record of diverse cultures and how these cultures have developed over time. They involve subtle meanings and complex systems of expression; fully appreciating such works requires the careful reasoning and sustained study that lead to informed insight." With regard to mathematics and the sciences, we say, "More than at any time in the past the knowledge and appreciation of mathematics is essential to students' intellectual development."

Don

What constitutes useful knowledge today is knowledge that teaches people how to think and learn and gives them a delight in learning.

As you can see, there is a sense of youthfulness in our approach to learning, one that would have appealed, I think, to that great Pennsylvanian, Benjamin Franklin. Yet he too would have responded to a comment by a great scientist who came after him,

Albert Einstein, who said, "The most beautiful thing we can experience is the mysterious." It is the source of all true art and science. In his approach to learning, Ben Franklin illustrates this same blend of science and humanities, notwithstanding his eminently practical bent. This brings me to my final point. In this day and age we must be careful in our instruction of the young about being too practical or too specific. The frontiers of knowledge are rushing forward so quickly as to soon make obsolete many specialties and specifics. According to Joyce Slaten Mitchell in *College to Career*, today the average young person can look forward to six or seven different jobs, six or seven mini-careers that will make up his or her lifetime of work.

In short, what constitutes useful knowledge today is knowledge that teaches people how to think and learn and gives them a delight in learning. The report of the Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy puts it very appropriately, I think: "An economy based on people who think for a living requires schools dedicated to the creation of environments in which students become very adept at thinking for themselves—places where they master the art of learning and acquire a strong taste for it." Somehow, it seems to me, the man who flew a kite in a thunderstorm in order to unravel the mysteries of electricity would understand and support that sentiment.

Tom

Richard Wallace.



Richard

Thank you, Tom. I would like to change the question and ask, "What knowledge should be pursued?" It seems to me that if we are to prepare young people for the 21st century, we must teach them how to think. If they are to be able to cope with the world of the future which is so uncertain, then they clearly must be able to problem-solve; they must have the habits, the attitudes, the dispositions and the skills to continue learning life-long. And they must have the ability to inquire. They must learn how to communicate effectively with one another and to listen as well as to speak and to write. Above all, we must teach them how to think reflectively. John Henry Newman, in his classic *The Idea of a University*, describes the educated person as the person of

philosophic habit, the one who enjoys seeking relationships among things. I think clearly that is the kind of young person that we need to develop in the schools of this nation today, if they are to take rightful and constructive and productive places in the economy and society of the future.

Now one cannot divorce the processes of learning from the content of learning. I would say that young people need to know their origins, their destiny. They need to know the interdependence they must experience in their daily lives. They need a command of a foreign language. They need a command of the arts and the humanities because they must discover themselves and they must learn to express themselves, not only orally and in writing, but in a visual art or performing art, in order to achieve a wholeness of individuality. So the challenge before us, I believe, is that we must pursue for the young people of this nation the skills of lifelong learning, the generalizations and the themes which paint our past and outline our future.

Tom

Did you perceive the extraordinary agreement you expressed about all that we must achieve in the years of a child's education? Can we do it?

Dick

The nation is in trouble if we don't do it, Tom.

Ben

I think Dick is clearly right. We're in trouble if we don't. The problem is, when you say that we need to be sure kids have foreign language and literature and philosophy and history and so on, the first observation, obviously, is that these have been the staples of our curriculum now for decades. So my concern is that we have built a structure without cultivating the kind of personal intense commitment to the cultural conditions we hold in common and value. What are we doing to put into the classroom the teacher who knows literature, history and philosophy in a way that makes him or her a living model for students? I don't see a lot happening that is going to turn this around until the teacher is a different kind of



person, knowledgeable in an intense, vital way about the kind of subjects we have all been talking about.

Alberta

I see the educational reform movement, if that is in part what we are talking about here, as progressing in three stages over the last five or six years. I think in the beginning the note sounded was one of urgency and alarm. We were told that our schools were very bad. It was a national crisis and the teachers, in part, were to blame for this. That was a useful alarm, but it was also, as such things often are, a gross exaggeration of the facts. In a second stage, we began to talk much more positively about what we could do to make American education better, and I think we located many of the remedies in what are largely administrative or management tactics—we were going to lengthen the day or shorten the year, or improve the principals or improve the classrooms. It was a fresh-paint philosophy; again, a very important one and one that I think we needed badly to hear. In the latest round of reform rhetoric, it seems to me we're getting much closer to the truth, and perhaps to what you just said, Ben. We are beginning to talk about the positive attributes of teachers, the positive aspects of the long American educational heritage of trying to do the impossible, which is to educate all the people. That's an enormous challenge, a democratic challenge of the first order, and I think we are beginning to talk about the energy and commitment of teachers, about what we can do to make their jobs easier, to respect and acknowledge the contributions that they make. And I think, therefore, we're in a third and what will be the most important and enduring phase of school reform. There is a lot to do, but I think we are beginning to tell each other that with the help of teachers we can do it.

Alberta

We are beginning to talk about the positive aspects of the long American educational heritage of trying to do the impossible, which is to educate all the people.

Don

I hope as a nation we are moving to a consensus about this commitment to educating all children well and accepting the belief that indeed all children can learn. But as taxpayers we have every right to ask for demonstrated results for increased investments in education and in children; and so the assessment movement has gone wild at the other end of reform to find out how to measure it. It is unfortunately antithetical to the values that we see as important—the love of learning, nurturing, encouraging and support for teachers

who want to teach but are always forced to be accountable in numerical terms for that which they do. Often what they do is magic, and it takes place in the classroom.

Alberta

Mr. Secretary, I don't think it is fair to let the President of the College Board be the anti-testing proponent here!



Dick

I'd like to respond to the issue that was first raised by Ben with regard to structure. One of the most significant things that must occur to improve American education is the restructuring of time and of what it is that we value that young people learn. The American secondary school has not changed from the turn of the century. We still have 45-minute periods of departmentalized knowledge virtually lectured at youngsters across the state and the nation, and youngsters are not given the opportunity to reflect, or even the incentive or the time to reflect. I think that the most significant thing that must happen in the current wave of reform is to take a look at how we have structured our secondary and postsecondary institutions in terms of how we use time.

Tom

Each of you expresses the same necessity that all children learn in serious ways. Each of you expresses a confidence either that we can get there or that we are getting there. May I ask of each of you what the evidence is that you see? What flowers among the flowers of reform hold the greatest fragrance? What is the evidence upon which your hope and very apparent deep belief rests?

Dick

I don't think there is any question that the young people of this nation are performing better than they were a decade ago. That's not to say there isn't much more room for growth, that we don't face very significant problems, particularly in the urban centers; but I believe in every city in this nation you will find entire school districts

that have energized themselves and have begun to move forward very constructively.

Don

Don

An investment in education is no longer a purely altruistic activity. It is now a matter of the nation's survival. It is good business!

The genesis of the educational reform movement is usually said to be the publication of the 1983 report, *A Nation at Risk*. In fact it was a report that the College Board published in the late 1970s to explain a decade-long decline in SAT scores. Today we see that SAT scores have not only stabilized but have started back up, and this has had a great deal to do with curricular change and restructuring. So I take that as a telltale sign of improvement. Second, I think one very important indicator of improvement and change is the nature of the coalition now supporting more effective schools. To see in the Congress four corporate leaders sitting with social activists, testifying in favor of more federal support of Chapter 1, says that at long last the right elements are coming together. An investment in education is no longer a purely altruistic activity. It is now a matter of the nation's survival. It is good business!

Alberta

To see improvement, we need only to remind ourselves of what the nation's concerns were a mere half-dozen years ago when education was not on the national agenda, much less on the top of the agenda. Today there isn't a public figure, a corporate executive, a governor or a candidate for public office who isn't talking about the importance of education. Another change is the coalition of support that public education now has, and I think it may be permanent. I would particularly single out the behavior of higher education. This has been the only Western country in which a tremendous divide between public education in secondary schools and higher education was allowed to exist, and that great divide is finally being filled in. It is respectable to be a school teacher, and it is respectable and even responsible as a professor or a college president today to think about the quality of public education in precollegiate terms. That is a stunning change!

Ben

It is no secret that all of our institutional structures no longer cohere either internally or in relation to each other, so the burden of

passing on our cultural knowledge, values and common faith in the future has fallen to the schools, without the institutional-cultural support system around it. I take that to be profoundly disturbing. Point two. What I read says that over the past decades blacks are falling further and further behind in the educational enterprise, even as we are expecting more of them in the work force. Through our Northwest Office in Washington State we have been cooperating with the governor, who has launched what I think is one of the more forward looking educational-reform programs in the nation, called Schools for the 21st Century. During the past year he announced a program in which he agreed to release from the normal state regulations all schools that would bring together a committee of parents, business men and women, administrators, and teachers in their community and pretend that they needed to invent a school that would adequately serve all students in their community. There have been few applications, in part because it is difficult to get these groups together, and also because nobody wants to fool with the bureaucratic process. But there will be program. Somehow it will happen. Now, I'm not discouraged by this. However, I think even though we have talked a great deal, and that's a good thing, business has come into the picture out of desperation. They are losing millions of dollars because people can't count, they can't read. They have resorted to doing their own education for their own employees. Globally we are falling further and further behind on comparative tests with other nations. Well, I take these to be fairly pessimistic signs. I don't think we need any more research on how to build schools or on what good teaching is. I think we do need a kind of will. What we need is an identification of cultural priorities that says it is time to get to the task.

Ben

We don't need any more research on how to build schools or on what good teaching is. What we need is a kind of will, an identification of cultural priorities that says it is time to get to the task.

Alberta

I guess, Ben, my first reaction is that you're suggesting we haven't solved the problems, when I think that we have made enormous progress in identifying the problems and standing up to them. I also get terribly nervous when I hear talk about common language or a common ground or a common culture. Our great strength in this country comes from a kind of unity that includes incredible diversity. A friend of mine, a Harvard professor named Joe Nye, wrote an op-ed piece in *The New York Times* some weeks ago in which he said that what's happening is that the whole world is changing and the challenge America faces is different than it ever has been before, and

the excitement of acknowledging a changing environment, a changing world, a changing role for America in that changing world, is what we confront. And rather than depress us that ought to excite us.



Don

I say, let's be careful. I think that Ben's posture is reasonably supported, but I think we are on the way back up. What is disturbing, however, among blacks and Hispanics, is that an increasing number are finishing high school but not going on to college. That is caused by a variety of factors, but the overwhelming problem is still poverty and instability within families, and those are the problems we need to attack.

Alberta

I'm struck by a comment my daughter made when she went off to a very good college where she found herself surrounded by people from good high schools in good American communities, who were reasonable and intelligent and good people, but hadn't seen blacks or Puerto Ricans and knew none of the messiness that we are all so aware of at this table. They had been protected from it, and she felt badly for them because, having grown up in Pittsburgh and New York, she knew a lot more about what life is really like. I don't think we can do that any more. I think, luckily, we are in a post-safe place. We're in an interesting place we haven't even got to defining very well yet. That's where I find the excitement.

Tom

I would like to ask each of these gentle people to return to that original question, useful knowledge in the 21st century, and along the way to tell us where they believe we are and what hope they hold.

Ben

I would just like to say we had lunch together and one of the things we knew already is that we agreed on so much that it would

be difficult to have an interesting discussion, so I volunteered to be the provocateur!

I have a poet friend who says she fears we are dying of "a hardening of the images." I think one of my concerns about useful knowledge is that we have defined it too specifically. As a parent, I have believed that one of my responsibilities is to say, "Look at me, this is what it means to be a human being. If I'm not doing it right, fine, but this is all I know, this is what I have to give you." It seems to me that as a collective communal group, whether it is a community urban setting or a nation, we have to take responsibility for every citizen and say, "We are going to fill out some images for you—first, in the way we live our lives; second, in the way we build our institutions; third, in the way we choose our art and our music and our drama and our history and our philosophy. You are going to grow up inside of these because what resonates here is the fullness of the possibility of living a meaningful life." So I would turn the discussion in the direction of cultivating the imagination.



Alberta

Oh, Ben, that was beautiful! Let me just add a coda to that. The Rockefeller Foundation works in schools on behalf of the arts and humanities country-wide. The most important thing that we've learned is that the teachers are the core of school reform. And if the kind of imagining, the kind of inspiration that you want us to do in the schools is going to happen, it's going to happen through those teachers. I think we have made enormous progress in turning around the point of view towards teachers in this country, and I think that we have to go on doing that. They need to be respected, even revered, for the kind of lonely courage they bring to classroom after classroom in this country. It is the most rewarding work that one can do to work on behalf of the teachers.

Don

I do embrace the notion of cultivating the imagination, daring to dream, and I'm really taken back to my years as President of Spellman, where we had to do so much to get our students to dare to dream. They had come to college prepared to prepare for a profession, but I embrace the notion, and it is based in the humanities, that the students ought to dream and imagine and go on to bigger and better and wonderful things, not just the jobs.

Dick

Unless we can engage students, we are not going to reach the potential that the reform movement in education holds out for us. We have got to give hope to those who are without hope.

Dick

I'm reminded, as I prepare to return to Pittsburgh tomorrow morning, that 87 percent of the youngsters in our city receive a free or reduced-price lunch. There is a lot of poverty and with poverty comes significant problems, both family and community problems. I think the challenge that we face is to empower teachers to engage students, because unless we can engage students in the kinds of ideas that we have talked about here this afternoon, we are not going to reach the potential that the reform movement in education holds out for us. We have got to give hope to those who are without hope.

Tom

Thank you to each of the four of you and to all of you here this afternoon. Let us adjourn to further thought and correspondence and to resolve and action. Let us adjourn to the Governor's Awards for Excellence in the Arts, Humanities and Sciences at the Rotunda in the Capitol.

Commonwealth of Pennsylvania
Governor's Awards
For Excellence
In the Arts, Humanities and Sciences

The Commonwealth of Pennsylvania Governor's Awards for Excellence in the Arts, Humanities and Sciences were established in 1988 by Governor Robert P. Casey to recognize outstanding creativity and accomplishment by individuals with roots in, or current association with, Pennsylvania.

The Awards celebrate the importance of the life of the mind and the imagination in our society, the enormous contribution which Pennsylvania has made to the culture of this nation, and the remarkable achievements of three gifted individuals.

On May 3, 1988, in a ceremony held in the Rotunda of the State Capitol, Governor Casey presented the first Governor's Awards for Excellence in the Arts, Humanities and Sciences to:

ARTS — Judith Jamison - dancer, choreographer

HUMANITIES — Sonia Sanchez - social critic, poet

SCIENCES — Ruth Patrick - environmental scientist

In addition to the ceremony and symposium the program also included an exhibition at the State Museum of Pennsylvania and a television program produced by WPSX-TV, aired on public television stations throughout the state.

The Commonwealth of Pennsylvania Governor's Awards for Excellence in the Arts, Humanities and Sciences are administered by Sondra Myers, Cultural Advisor to the Governor. The program is presented in cooperation with The Pennsylvania Council on the Arts, The Pennsylvania Historical and Museum Commission, The Pennsylvania Humanities Council, The Carnegie, The Franklin Institute, Citizens for the Arts in Pennsylvania and WPSX-TV—Penn State.

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The Alcoa Foundation
The Berger Foundation
The Howard Heinz Endowment
Hunt Manufacturing Co.
The Pennsylvania Humanities Council
The Whitaker Foundation
The Works Gallery

Esther Mackintosh, Editor
